Politics 328
PIRATES, PRIESTS AND PROTESTORS:
NON-STATE ACTORS IN INTERNATIONAL POLITICS
Oberlin College Spring 2015, 4 credits (4SS, W-ADV)
Tuesdays 7:00-9:00pm, King 121

Prof. Kristina Mani
Office: Rice 205
Office phone: (440) 775-8657
E-mail: kristina.mani@oberlin.edu
Office hours: Wednesdays 1:30pm–3pm, Thursdays 1pm-2:30pm
Students should sign up for office hours at http://tinyurl.com/34ywc3f

COURSE DESCRIPTION

Themes. Non-state actors have long influenced the use of violence, the creation of norms, and the distribution of wealth that guide relations among states. They increasingly challenge the traditional state system and thus the underlying structure of international politics. Yet what approaches exist to analyzing the diverse range of non-state actors? How do non-state actors form and evolve? When do they act as challengers to states, and when do they serve to reinforce state capacity? How do non-state actors influence norm building and policy making? What does their influence signify for the future of international politics? We take up such questions as we examine several types of non-state actors, including transnational advocacy networks and NGOs, transnational corporations, transnational criminal networks, private security providers, and terrorist groups.

Goals. This seminar is designed to provide students with 1) a conceptual framework for understanding the role of non-state actors in the international system 2) an empirical base of knowledge about the historical and contemporary impact of non-state actors and the various forms and purposes these assume in practice and 3) guidance as they conduct research and write a substantial analytical paper on a topic related to the course.

Structure. The course develops in three parts. Part I provides a conceptual overview of the state-based international environment and of how non-state actors fit into this context. Part II examines several different types of non-state actors – how they have evolved, what they do, how they matter in shaping (and being shaped by) existing dynamics in the international system. Part III is devoted to students’ research presentations.

COURSE REQUIREMENTS

Active and collegial participation is an essential component of the course. The assignments in the course are intended to provide students with the opportunity to refine their analytical and writing skills, to practice their ability to shape and participate in class discussions, and to develop critical-constructive abilities in assessing the work of others.
Grades are based on three components of the course:

**30% toward class participation.** This includes (each worth 10%):
- **Regular attendance and participation in discussions** – Regular *attendance* in each class, *reading* of the assigned texts well before class, and active *discussion* of the texts and issues are essential for success of the course. The readings require critical evaluation and debate for class discussions and provide theoretical and empirical stimuli for your research projects. Basic rules for class discussion:
  - Respect others’ rights to hold opinions
  - Listen carefully to what others say
  - It’s fine to disagree with others, but do so with courtesy; don’t interrupt
  - Support your statements!
  - Allow everyone the chance to talk
- **Weekly Blackboard Posts** – posting of a short comment (1-2 paragraphs in length is appropriate) on one or more of the readings: what did you find most interesting in the readings, and why? You are welcome to include a specific question for discussion in class. Posts need to be recorded by noon the day before class.
- **Three Critical Reviews** – on three occasions, preparation of a 2-3 page (double spaced, 1” margins, 12-pt font) critical review of comparing two of the week’s readings. You will present one of these reviews in class on a scheduled date. The reviews should not simply recap the readings, but focus on a core theme driving your comparison. Approaches to the reviews can include presenting core arguments; identifying apparent strengths and problems in the reading; identifying questions raised by the reading; finding comparative aspects with other readings. Submit these in class in hard copy; aim to submit at least one of these each month (February, March, April).

**20% toward presentation of your own project, discussion of other students’ projects, and peer review comments** during the last weeks of the course.

**50% toward the research paper.** This includes
- **research proposal** (10%)
- annotated **bibliography** (5%)
- **12-15 page draft research paper** (given an interim grade to guide student expectations) and **20-25 page final research paper** (35%). The paper must be on a topic directly relevant to the course. During the last weeks of the course, students will present core components of their research papers for discussion in the seminar. Papers should be theoretically driven by a research question and examine both relevant literature and one or more cases; they should also indicate the theoretical and practical implications of your findings.
ACADEMIC STANDARDS

- All academic work for the course must meet the standards of the Honor Code. Please be sure you are familiar with it and see me if you have questions about how it applies in assignments for the course.
- Students must complete all components of the course in order to qualify for a passing grade.
- The following terms apply to paper-related assignment due dates. Due dates are firm and not negotiable; you should plan ahead to be able to meet them. Late assignments will receive a lower grade (2-step grade reduction per day, e.g. from B to C+); assignments submitted more than 5 days (120 hours) late receive an automatic F. If you are unable to submit assignments to me as due in class, be sure to hand them in to me personally or email if necessary as a Word document. Do not shove papers under my office door. Only extreme circumstances such as medical or family emergencies, may warrant exceptions to these terms.

ELECTRONICS POLICY
Use of laptops or other devices throughout the class period is strongly discouraged, unless it is called for in a specific in-class task or to briefly look something up. I encourage you to take notes by hand on paper, as a growing body of research shows that students learn more effectively this way. Phones must be silenced and stored away from view before class begins.

Disability Services. Please speak with Jane Boomer in the Office of Disability Services and with me as early in the semester as possible if you have a documented disability that requires accommodation. All discussions will remain confidential.

READINGS
Individual readings are available as a download in the course Blackboard site (BB). In addition, these books are available for purchase at the Oberlin College Bookstore (a copy of each also available from Mudd Library in Reserves or as an E-book):


I. CONCEPTUAL FOUNDATIONS:
STATES AND TRANSNATIONAL ACTORS IN A GLOBALIZED WORLD ORDER

February 3. Introduction: Conceptualizing Nonstate Actors


February 10. The Global Context: States, Nonstate Actors, and Global Governance

- Mary Kaldor, Global Civil Society (Cambridge, UK: Polity Press, 2003), ch. 4 (“Social Movements, NGOs, and Networks”).
- Peter Andreas, “Illicit Globalization: Myths, Misconceptions, and Historical Lessons,” Political Science Quarterly 126:3 (Fall 2011), 403-425.

Recommended:

II. NON-STATE ACTORS:
CHALLENGERS, PARTNERS, OR SUBALTERNS OF STATES?

February 17. Transnational Activism I: Principles Guiding Norms

- Keck and Sikkink, Activists Beyond Borders, chs. 1, 3, 6.


February 24. Transnational Activism II: Principals Guiding Norms


March 3. Transnational Business Elites and Corporations


March 10. Humanitarians

Barnett and Weiss, *Humanitarianism in Question*, chapters:

- Barnett and Weiss, “Humanitarianism: A Brief History of the Present.” (ch. 1)
- Stephen Hopgood, “Saying ‘No’ to Wal-Mart? Money and Morality in Professional Humanitarianism.” (ch. 4)
- Michael Barnett and Jack Snyder, “The Grand Strategies of Humanitarianism.” (ch. 6)

March 17. Private Security ~ Proposal for Research Paper Due


Spring Break

March 31. Warlords and “Ungoverned Spaces”

Clunan and Trinkunas, *Ungoverned Spaces*, chapters:

- Clunan and Trinkunas, “Conceptualizing Ungoverned Spaces: Territorial Statehood, Contested Authority, and Softened Sovereignty.” (ch. 1)
- William Reno, “Persistent Insurgencies and Warlords: Who is Nasty, who is Nice, and Why?” (ch. 3)
April 7. Child Soldiers ~ Annotated Bibliography Due
- Singer, Children at War, chs. 1, 2, 3, 6, 8 and 9.

April 14. Terrorist Groups

April 21. Conclusions: Power and Accountability in the International System

III. STUDENT RESEARCH PRESENTATIONS

April 28. Student Research Presentations ~ Draft of Research Paper Due

May 5. Student Research Presentations and Course Wrap-Up

FINAL PAPERS DUE BEFORE 11 am on Sunday, May 17, 2015